



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 11231330  
SAU: Orono School Department  
School: Orono Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

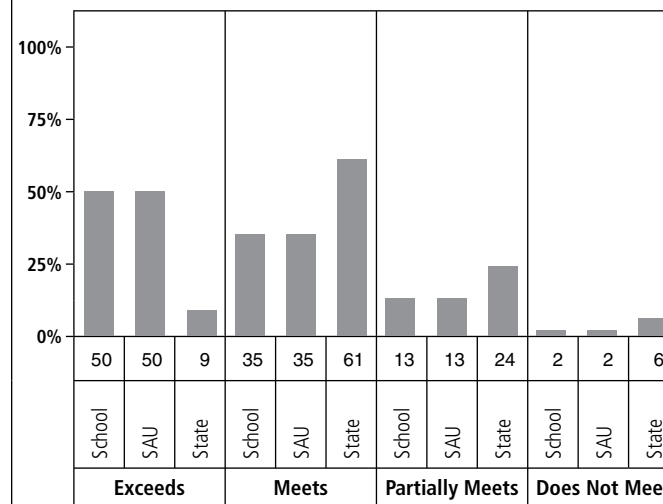
SAU: Orono School Department

School: Orono Middle School

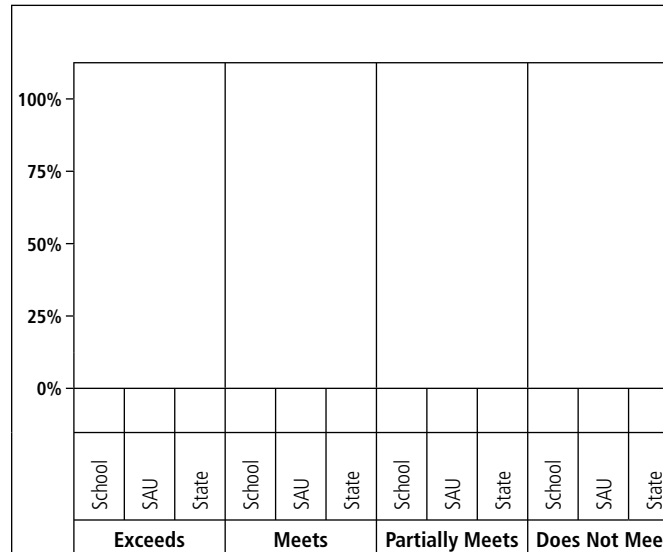
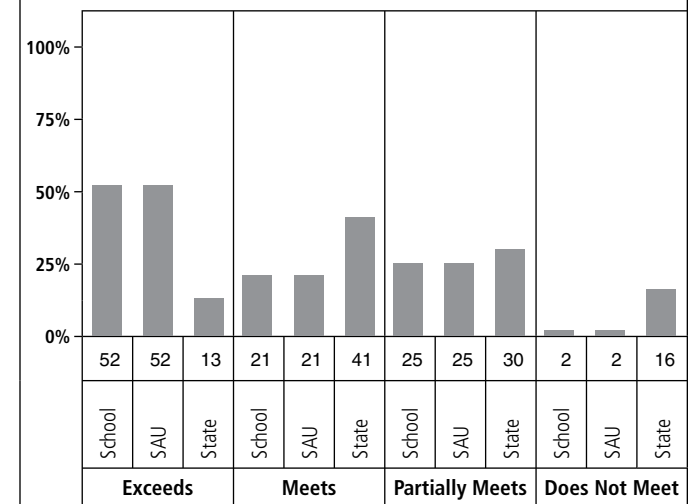
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	652	652	646
2007–2008	652	652	648
<b>2008–2009</b>	<b>658</b>	<b>658</b>	<b>647</b>
Cum. Avg.*	654	654	647
<b>Mathematics</b>			
2006–2007	652	654	643
2007–2008	653	653	642
<b>2008–2009</b>	<b>657</b>	<b>657</b>	<b>643</b>
Cum. Avg.*	654	655	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: Orono School Department  
School: Orono Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	49	100	49	100	14251	100	48	100	48	100	14150	99	48	100	48	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	1	2	128	1	0	0	1	100	127	99	0	0	1	100	128	100						
Asian or Pacific Islander	3	6	3	6	212	1	3	100	3	100	210	99	3	100	3	100	212	100						
Hispanic	2	4	2	4	181	1	2	100	2	100	177	98	2	100	2	100	178	99						
Caucasian/White	44	90	43	88	13309	93	43	100	42	100	13224	100	43	100	42	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	9	18	9	18	2468	17	8	100	8	100	2423	99	8	100	8	100	2426	99						
<b>Current LEP</b>	0	0	1	2	341	2	0	0	1	100	330	97	0	0	1	100	338	99						
<b>Economically disadvantaged</b>	10	20	11	22	5780	41	9	100	10	100	5724	99	9	100	10	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	39	80	39	80	11369	80	39	80	39	80	11373	80						
Identified disability (PET/IEP)	1	3	1	3	355	3	1	3	1	3	371	3						
LEP	0	0	1	3	167	1	0	0	1	3	170	1						
504 plan	2	5	2	5	172	2	2	5	2	5	175	2						
<b>Participation with accommodations</b>	9	18	9	18	2594	18	9	18	9	18	2605	18						
Identified disability (PET/IEP)	7	78	7	78	1881	73	7	78	7	78	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	1	11	1	11	74	3	1	11	1	11	71	3						
Other	1	11	1	11	519	20	1	11	1	11	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	1	2	1	2	26	0	1	2	1	2	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Orono School Department  
School: Orono Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	6	14	6	15	1132	8
	2007-2008	8	17	8	18	1817	13
	<b>2008-2009</b>	<b>24</b>	<b>50</b>	<b>24</b>	<b>50</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	38	28	38	29	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	32	73	28	70	8127	57
	2007-2008	28	61	26	59	8072	57
	<b>2008-2009</b>	<b>17</b>	<b>35</b>	<b>17</b>	<b>35</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	77	56	71	54	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	3	7	3	8	3549	25
	2007-2008	8	17	8	18	3194	23
	<b>2008-2009</b>	<b>6</b>	<b>13</b>	<b>6</b>	<b>13</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	17	12	17	13	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	3	7	3	8	1478	10
	2007-2008	2	4	2	5	981	7
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>799</b>	<b>6</b>
	Cum. Total*	6	4	6	5	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	41.3	73.8	41.1	73.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	14.6	73.0	14.6	73.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	26.7	74.2	26.5	73.6	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Orono School Department  
 School: Orono Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	48	24	50	17	35	6	13	1	2	658	48	50	35	13	2	658	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										1						125	4	49	38	10	642
Asian or Pacific Islander	3										3						206	18	56	20	6	649
Hispanic	2										2						174	5	55	33	7	644
Caucasian/White	43	21	49	15	35	6	14	1	2	658	42	50	33	14	2	658	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	1	13	4	50	2	25	1	13	645	8	13	50	25	13	645	2236	1	30	48	22	637
No	40	23	58	13	33	4	10	0	0	661	40	58	33	10	0	660	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										1						322	2	39	37	21	638
No	48	24	50	17	35	6	13	1	2	658	47	51	34	13	2	658	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	9	1	11	3	33	4	44	1	11	643	10	10	40	40	10	643	5617	4	54	33	9	643
No	39	23	59	14	36	2	5	0	0	661	38	61	34	5	0	662	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	48	24	50	17	35	6	13	1	2	658	48	50	35	13	2	658	13959	9	61	24	6	647
<b>Gender</b>																						
Female	25	15	60	6	24	3	12	1	4	660	25	60	24	12	4	660	6743	13	63	20	4	649
Male	23	9	39	11	48	3	13	0	0	656	23	39	48	13	0	656	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	1	10	4	40	5	50	0	0	645	10	10	40	50	0	645	1408	4	41	43	12	641
No	38	23	61	13	34	1	3	1	3	661	38	61	34	3	3	661	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	2										2						636	39	59	2	0	659
No	46	22	48	17	37	6	13	1	2	657	46	48	37	13	2	657	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Orono School Department

School: Orono Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	2	67	1	33	0	0	644	6	0	67	33	0	644	6	5	47	32	16	642
B. less than one hour	50	12	50	9	38	2	8	1	4	660	48	52	35	9	4	660	59	9	62	24	5	647
C. one to two hours	38	10	56	6	33	2	11	0	0	658	40	53	37	11	0	657	32	11	64	21	4	648
D. more than two hours	6	2	67	0	0	1	33	0	0	657	6	67	0	33	0	657	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	50	14	58	9	38	1	4	0	0	662	52	56	40	4	0	661	31	17	66	14	3	651
B. good	33	9	56	5	31	2	13	0	0	660	31	60	27	13	0	660	48	8	64	23	5	647
C. fair	15	1	14	3	43	2	29	1	14	644	15	14	43	29	14	644	18	2	48	40	10	641
D. poor	2	0	0	0	0	1	100	0	0	632	2	0	0	100	0	632	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	67	18	56	11	34	3	9	0	0	661	65	58	32	10	0	661	38	13	65	18	3	650
B. They match some of what I have learned.	29	6	43	6	43	2	14	0	0	656	31	40	47	13	0	656	49	8	63	24	5	647
C. They match just a little of what I have learned.	4	0	0	0	0	1	50	1	50	629	4	0	0	50	50	629	10	5	48	36	11	642
D. There is no match.	0										0						3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	8	2	50	1	25	1	25	0	0	658	8	50	25	25	0	658	16	7	52	30	11	644
B. about the same as my regular schoolwork	67	15	47	13	41	3	9	1	3	658	67	47	41	9	3	657	66	10	64	22	4	648
C. easier than my regular schoolwork	25	7	58	3	25	2	17	0	0	659	25	58	25	17	0	659	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	0	0	1	50	1	50	629	4	0	0	50	50	629	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	29	3	21	8	57	3	21	0	0	653	29	21	57	21	0	652	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	67	21	66	9	28	2	6	0	0	662	67	66	28	6	0	662	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	38	10	56	4	22	4	22	0	0	656	40	53	26	21	0	655	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	63	14	47	13	43	2	7	1	3	659	60	48	41	7	3	659	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	29	8	57	6	43	0	0	0	0	662	29	57	43	0	0	662	23	15	65	16	4	650
B. 20 minutes to an hour	48	14	61	7	30	2	9	0	0	660	48	61	30	9	0	660	49	10	64	22	4	648
C. less than 20 minutes	10	2	40	1	20	2	40	0	0	656	10	40	20	40	0	656	11	6	58	29	7	645
D. I rarely read at home.	13	0	0	3	50	2	33	1	17	640	13	0	50	33	17	640	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	50	0	0	1	50	642	100	0	50	0	50	642						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Orono School Department  
School: Orono Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	13	30	13	33	2092	15
	2007-2008	12	26	12	27	1474	10
	<b>2008-2009</b>	<b>25</b>	<b>52</b>	<b>25</b>	<b>52</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	50	36	50	38	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	20	45	19	48	5731	40
	2007-2008	23	50	22	50	6008	43
	<b>2008-2009</b>	<b>10</b>	<b>21</b>	<b>10</b>	<b>21</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	53	38	51	39	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	8	18	6	15	4175	29
	2007-2008	10	22	9	20	4244	30
	<b>2008-2009</b>	<b>12</b>	<b>25</b>	<b>12</b>	<b>25</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	30	22	27	20	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	3	7	2	5	2308	16
	2007-2008	1	2	1	2	2346	17
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	5	4	4	3	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	40.0	71.4	39.7	70.9	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	13.2	73.3	13.0	72.2	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	8.7	72.5	8.7	72.5	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	9.7	69.3	9.8	70.0	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	8.4	70.0	8.3	69.2	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Orono School Department  
 School: Orono Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	48	25	52	10	21	12	25	1	2	657	48	52	21	25	2	657	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										1						126	4	29	40	28	635
Asian or Pacific Islander	3										3						208	18	47	23	12	647
Hispanic	2										2						175	5	31	41	23	638
Caucasian/White	43	22	51	9	21	11	26	1	2	657	42	52	19	26	2	656	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	1	13	1	13	5	63	1	13	636	8	13	13	63	13	636	2248	3	18	33	46	629
No	40	24	60	9	23	7	18	0	0	661	40	60	23	18	0	661	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										1						331	3	22	35	40	631
No	48	25	52	10	21	12	25	1	2	657	47	53	19	26	2	657	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	9	2	22	1	11	5	56	1	11	640	10	20	20	50	10	641	5620	6	33	37	25	637
No	39	23	59	9	23	7	18	0	0	661	38	61	21	18	0	661	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	48	25	52	10	21	12	25	1	2	657	48	52	21	25	2	657	13974	13	41	30	16	643
<b>Gender</b>																						
Female	25	14	56	5	20	5	20	1	4	659	25	56	20	20	4	659	6738	12	40	32	16	642
Male	23	11	48	5	22	7	30	0	0	655	23	48	22	30	0	655	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	3	30	1	10	6	60	0	0	644	10	30	10	60	0	644	1410	3	24	41	32	634
No	38	22	58	9	24	6	16	1	3	660	38	58	24	16	3	660	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	2										2						637	65	32	3	0	665
No	46	23	50	10	22	12	26	1	2	656	46	50	22	26	2	656	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number





# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Orono School Department

School: Orono Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	0	0	3	100	0	0	633	6	0	0	100	0	633	6	7	32	28	32	636
B. less than one hour	50	13	54	6	25	4	17	1	4	660	48	57	22	17	4	660	59	13	41	30	16	643
C. one to two hours	38	11	61	4	22	3	17	0	0	659	40	58	26	16	0	658	32	14	41	31	14	644
D. more than two hours	6	1	33	0	0	2	67	0	0	648	6	33	0	67	0	648	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	40	15	79	3	16	1	5	0	0	668	40	79	16	5	0	668	30	27	45	18	9	651
B. good	46	9	41	4	18	8	36	1	5	651	46	41	18	36	5	651	46	9	45	31	15	643
C. fair	13	1	17	2	33	3	50	0	0	646	13	17	33	50	0	646	20	2	29	43	26	635
D. poor	2	0	0	1	100	0	0	0	0	642	2	0	100	0	0	642	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	54	18	69	4	15	4	15	0	0	665	52	72	12	16	0	665	35	18	42	27	13	646
B. They match some of what I have learned.	40	7	37	5	26	6	32	1	5	649	42	35	30	30	5	649	50	11	43	31	15	643
C. They match just a little of what I have learned.	6	0	0	1	33	2	67	0	0	640	6	0	33	67	0	640	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	19	0	0	4	44	5	56	0	0	642	21	0	50	50	0	643	32	7	40	34	20	640
B. about the same as my regular schoolwork	56	16	59	5	19	5	19	1	4	659	54	62	15	19	4	659	56	13	42	30	15	644
C. easier than my regular schoolwork	25	9	75	1	8	2	17	0	0	664	25	75	8	17	0	664	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	38	7	39	6	33	5	28	0	0	653	40	37	37	26	0	652	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	60	17	59	4	14	7	24	1	3	659	58	61	11	25	4	659	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	100	0	0	0	0	0	0	680	2	100	0	0	0	680	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	2	0	0	0	0	1	100	0	0	632	2	0	0	100	0	632	6	8	29	29	34	635
B. 30–45 minutes	68	19	59	6	19	6	19	1	3	659	66	61	16	19	3	659	33	10	37	34	19	641
C. 45–60 minutes	30	6	43	4	29	4	29	0	0	657	32	40	33	27	0	656	45	15	44	29	12	645
D. more than 60 minutes	0										0						16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	2	100	0	0	633	4	0	0	100	0	633	9	14	35	29	22	641
B. two or three days a week	38	8	44	6	33	4	22	0	0	656	40	42	37	21	0	655	26	15	40	30	16	644
C. two or three times each month	42	12	60	3	15	4	20	1	5	659	40	63	11	21	5	659	31	13	43	30	14	644
D. never or almost never	17	5	63	1	13	2	25	0	0	661	17	63	13	25	0	661	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	4	0	0	1	50	1	50	0	0	646	6	0	67	33	0	646	17	8	35	33	24	639
B. two or three days a week	59	17	63	4	15	6	22	0	0	661	57	63	15	22	0	661	28	13	42	30	15	643
C. two or three times each month	26	6	50	3	25	3	25	0	0	656	26	50	25	25	0	656	31	15	43	30	13	645
D. never or almost never	11	2	40	0	0	2	40	1	20	642	11	40	0	40	20	642	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	50	0	0	1	50	626	100	0	50	0	50	626						

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